



September 2022

# School Success Plan

École Lady Grey  
Elementary School



School District No. 6 (Rocky Mountain) is located on the unceded lands of the Secwépemc and Ktunaxa People, and the chosen home of the Métis People of B.C.

# Principal Message

École Lady Grey Elementary School is situated on unceded and crossover territories of the Secwépemc and Ktunaxa People and is home of the Métis Nation Columbia River Society.



Throughout the 2021-22 school year, school staff frequently met to discuss student achievement and progress of the School Success Plan. In the spring of 2022, we gathered to identify and celebrate accomplishments, and determine areas of growth and improvement for the upcoming school year.

We used a variety of data sources (student learning surveys, report cards, F & P reading assessment, SNAP, FSA) and sought input from staff, parents and district partners to arrive at our goals. Our School Success Plan is aligned with Rocky Mountain School District's three areas for school improvement: Equity and Inclusion, Success for all Learners, and Excellence in Teaching and Leadership. We have identified student belonging, and achievement in literacy and numeracy as areas for growth.

As we meet and examine achievement throughout the upcoming school year, we will be adjusting our approach based on evidence of growth and need. Additionally, we will be paying particular attention to the growth of Grade 6 students (last year's Grade 5 students) and students that are Indigenous.

I learn, I lead, We Succeed at Lady Grey!  
J'apprends, Je mène, Nous réussissons à Lady Grey!




# School Demographics

STAFF	STUDENTS	GRADES
12 Teachers 10 Support Staff	228 Students (53 Indigenous Students)	4 - 7



# MISSION

We collaborate in the pursuit of each student's success as knowledgeable, caring, resilient, and contributing members of a global community.



# VISION

Opportunity, equity, and success for ALL learners



# VALUES



## Respect

We foster respectful relationships that build trust, safety and well-being.

## Equity

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.

## Integrity

We nurture a sense of self-awareness, responsibility and honesty to become environmental stewards and morally upright global citizens.




## Accountability

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.



## Innovation

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.





# Strategic Priority 1

## Goal

Increase student sense of belonging.

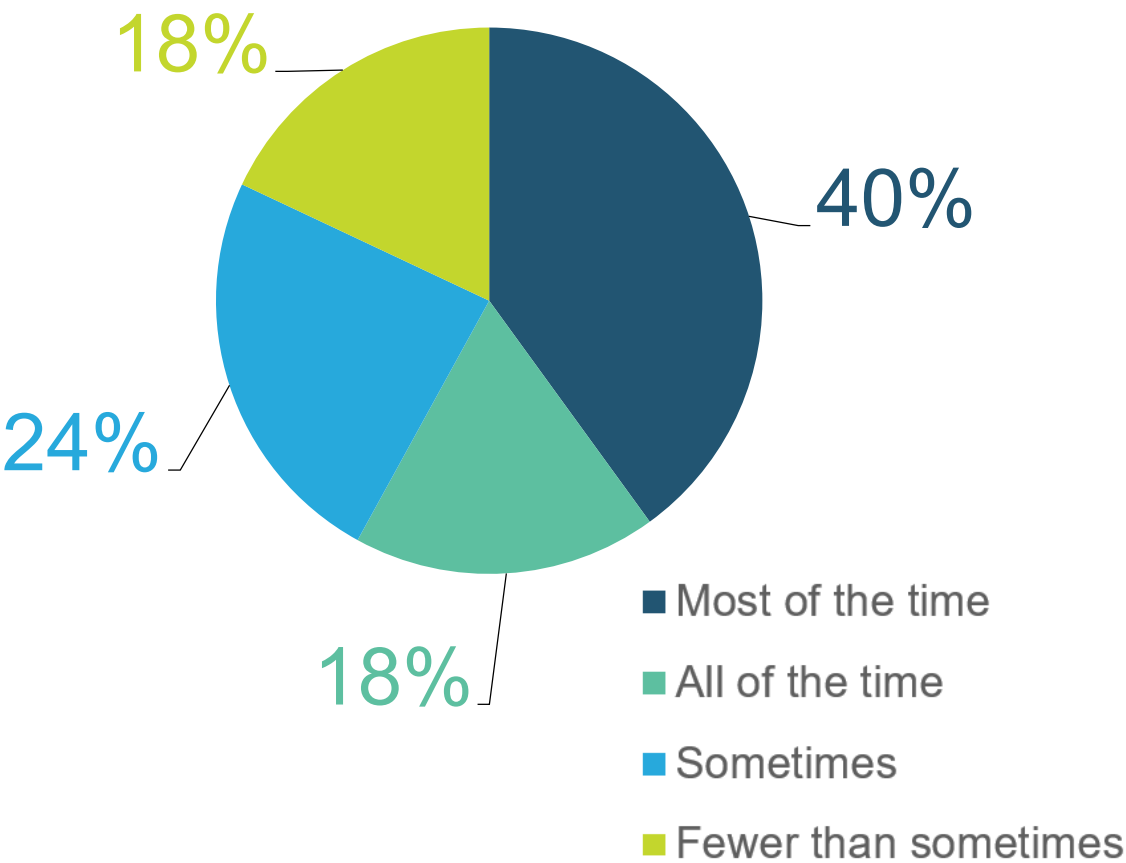


# Data

One of the questions on the Grade 4 and 7 Student Learning Survey asks “Is school a place where you feel like you belong?”

The results tell us that approximately 1 in 5 students does not feel like they always belong at school. This requires the continued attention of staff, as a healthy sense of belonging is positively associated with academic success and motivation.

Sense of Belonging  
Grade 4 & 7 Learning Survey  
2022

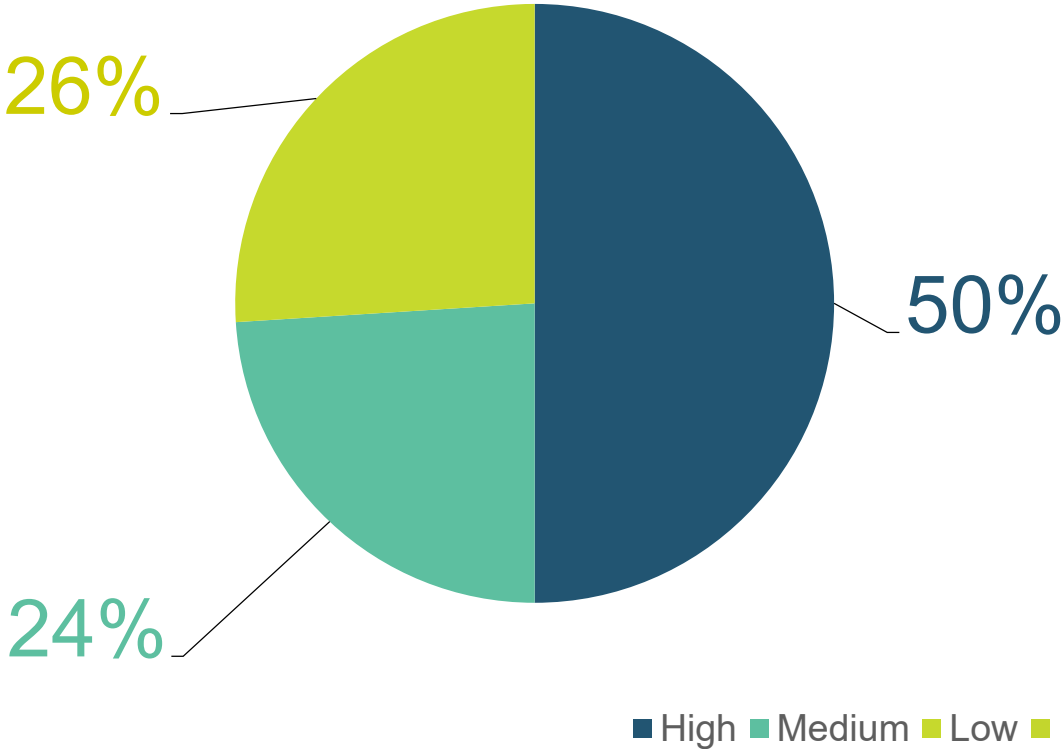


# Data

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by Grade 5 students during the 2021-22 school year. It asks students how they think and feel about their experiences inside and outside of school.

School belonging is the degree to which children feel connected and valued at their school. For example, “I feel like I am important to this school.” These results tell us that **1 in 4 Grade 5 students** (Grade 6 students in 2022-23) are not feeling a significant connection to school. We will follow this cohort of students closely for the upcoming year.

## School Belonging Grade 5 MDI Survey 2022



## Evidence Narrative

While the Student Learning Survey showed growth in student sense of belonging, the MDI indicated that 26% of Grade 5 students have a low feeling of connection to school.

We suspect that the transition to a new school, the pandemic, and not knowing the adults in the building had a negative effect. We want to increase this number as learning happens best when students' socio-emotional needs are met.

## Concept Focus

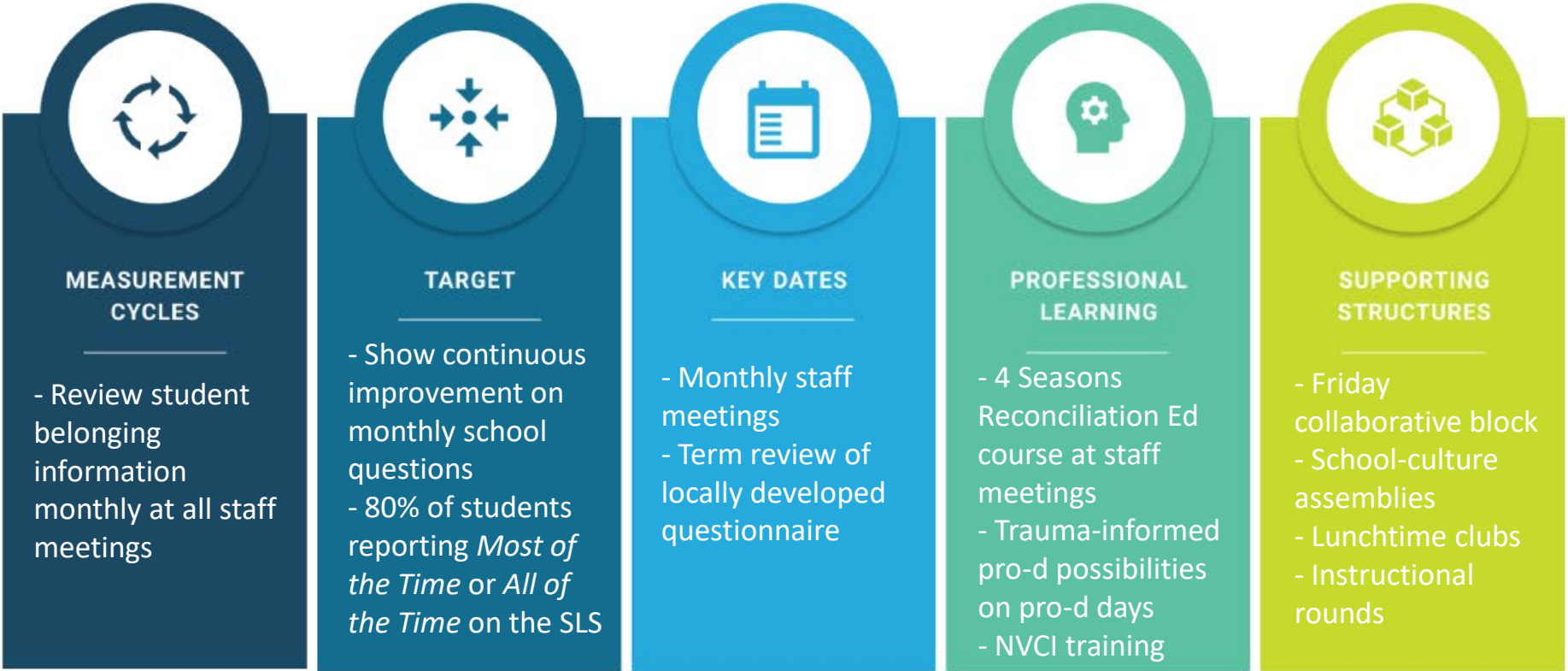
Student sense of belonging will improve with increased positive interactions with peers and adults at Lady Grey.

## Strategic Inquiry

To what extent will student sense of belonging increase if all staff connect with students in weekly school-culture building activities?



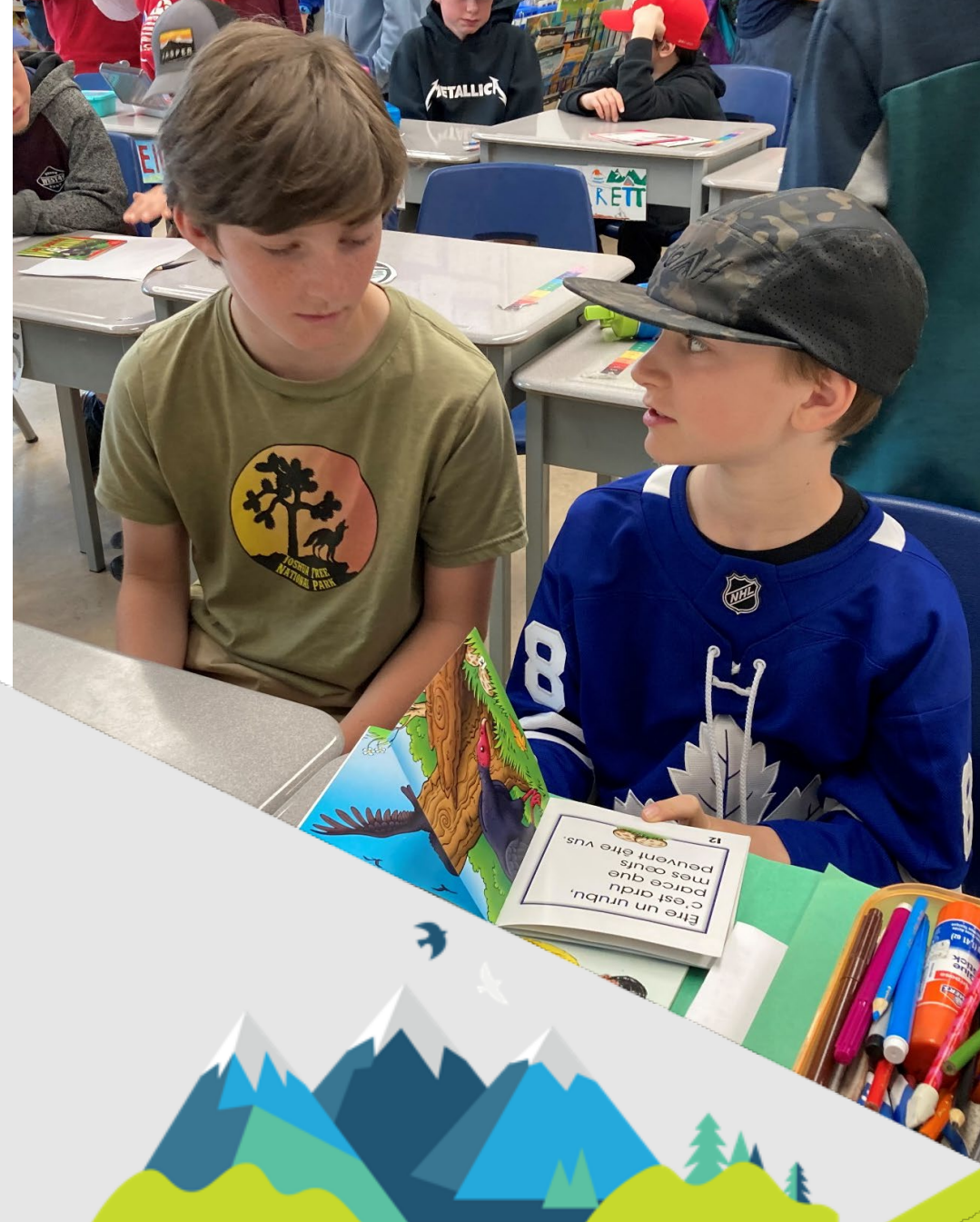
# Strategic Targets and Measures



## Strategic Priority 2

### Goal

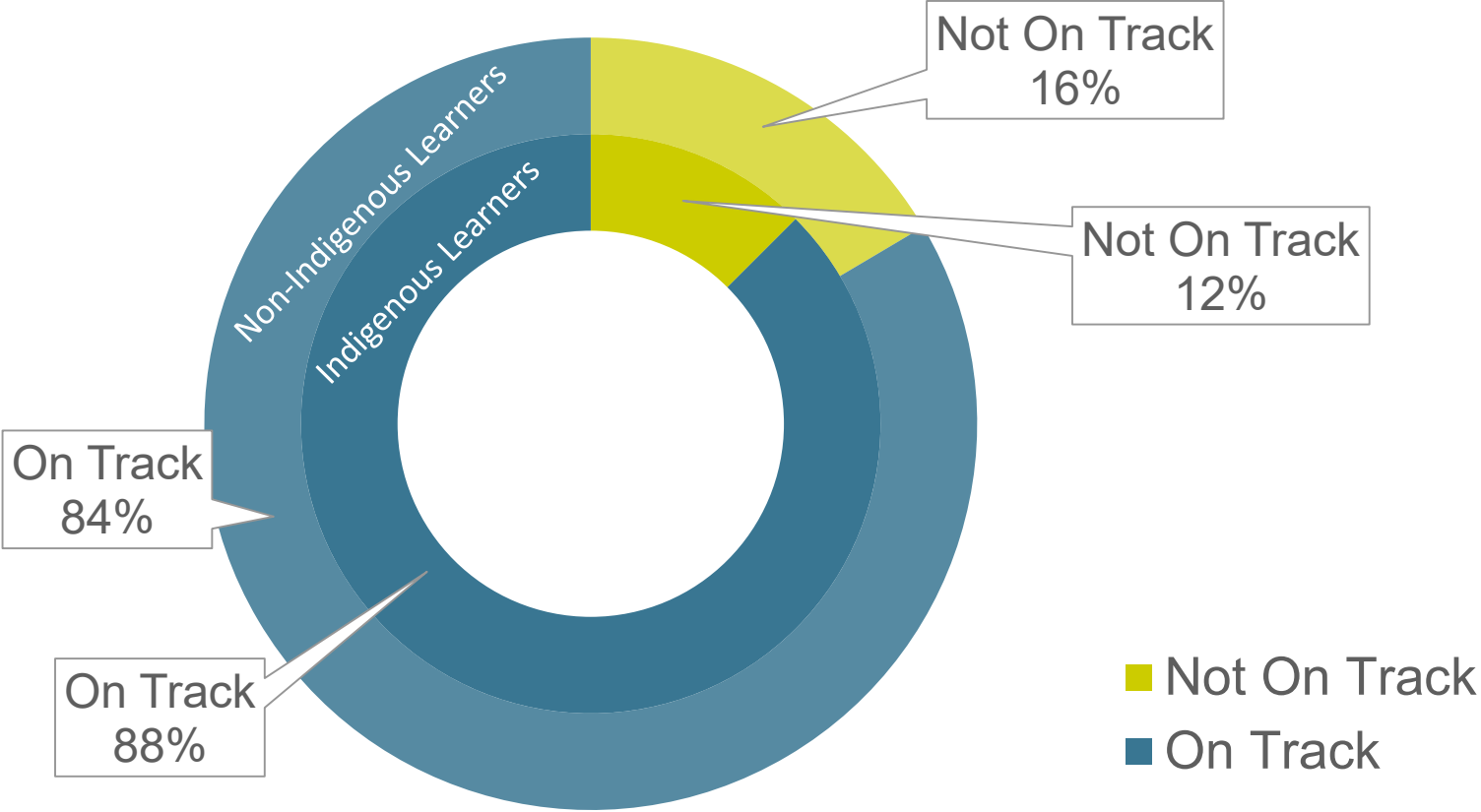
Increase student achievement in literacy.



# Data

The 2022 FSA results indicate that Indigenous learners are performing at the same level, or better on the Literacy portion of the FSA. This is encouraging news.

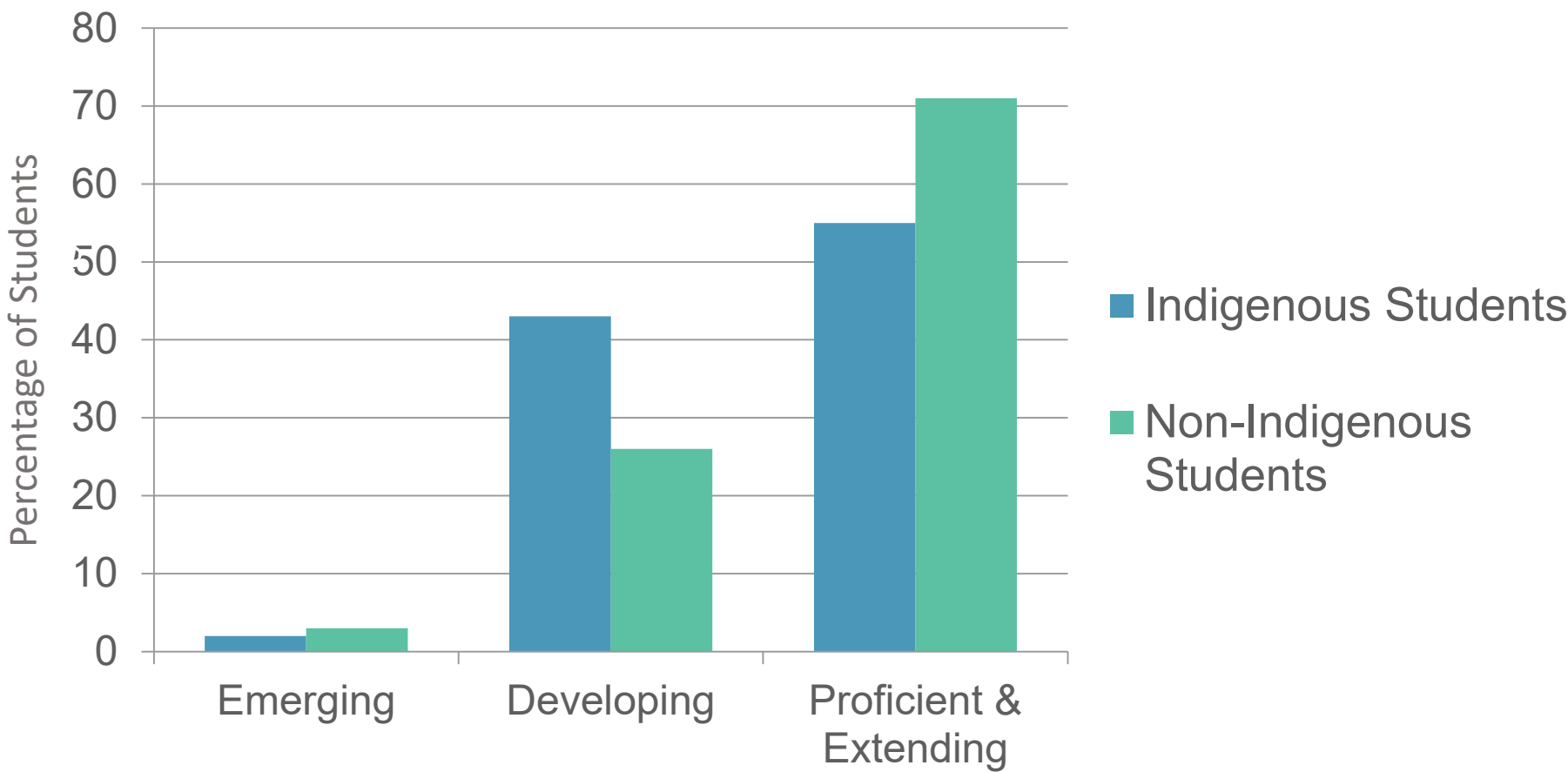
## Comparison of Indigenous and Non-Indigenous Students 2022 FSA Grades 4 & 7 Literacy



# Data

When examined more closely, the achievement gap in literacy between Indigenous and non-Indigenous learners appears in the lower-end of on-track performance.

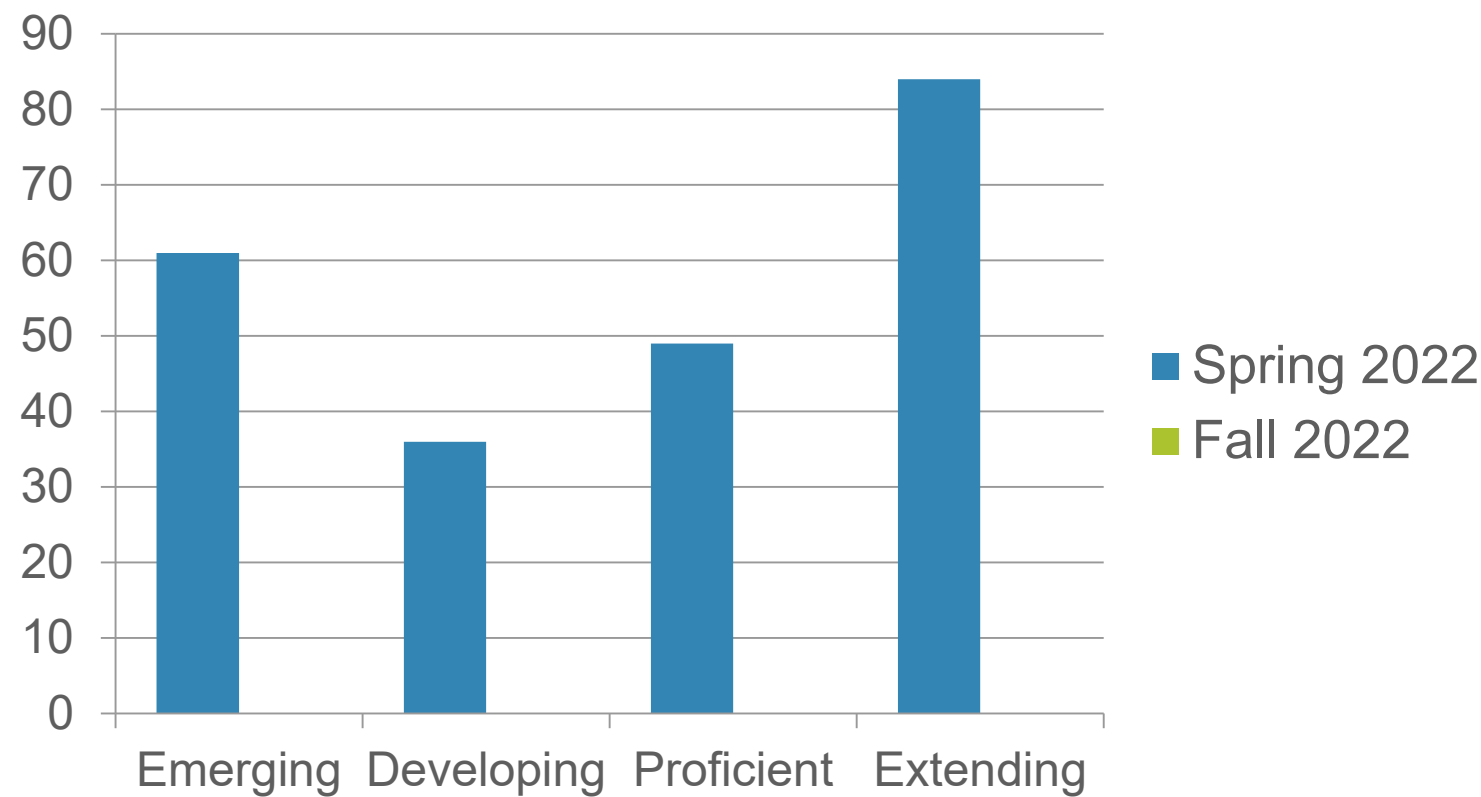
Comparison of Indigenous and Non-Indigenous Students  
June 2022 ELA Report Cards



# Data

The May 2022 Fountas & Pinnell reading data shows us that more than 60 students in all grades are performing at the emerging level in reading. This represents more than 25% of the school population.

Reading Assessment  
2022 Fountas & Pinnell



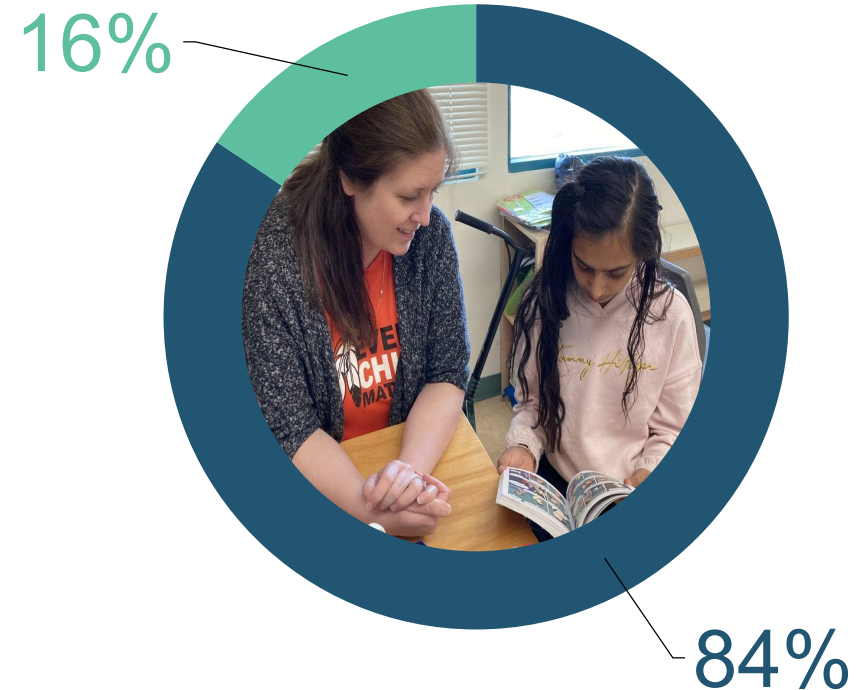


## Data

The Student Learning Survey allows students to self-report. One of the statements on the Grade 4 and 7 survey is “I am getting better at reading.”

The majority of students report that they feel they are getting better at reading, but 16% feel that they are not. We wonder who these students are, and what they would report on their core competencies self-assessments.

## I am getting better at reading



## Evidence Narrative

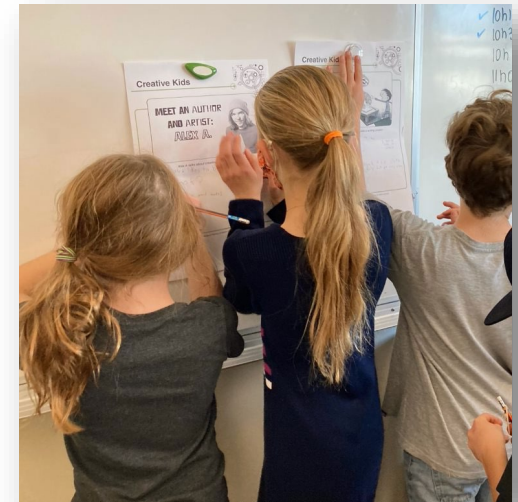
Evidence from reading assessments, report card data, and FSA results all show that students require the ability to make meaning from what they read. This is called comprehension.

## Concept Focus

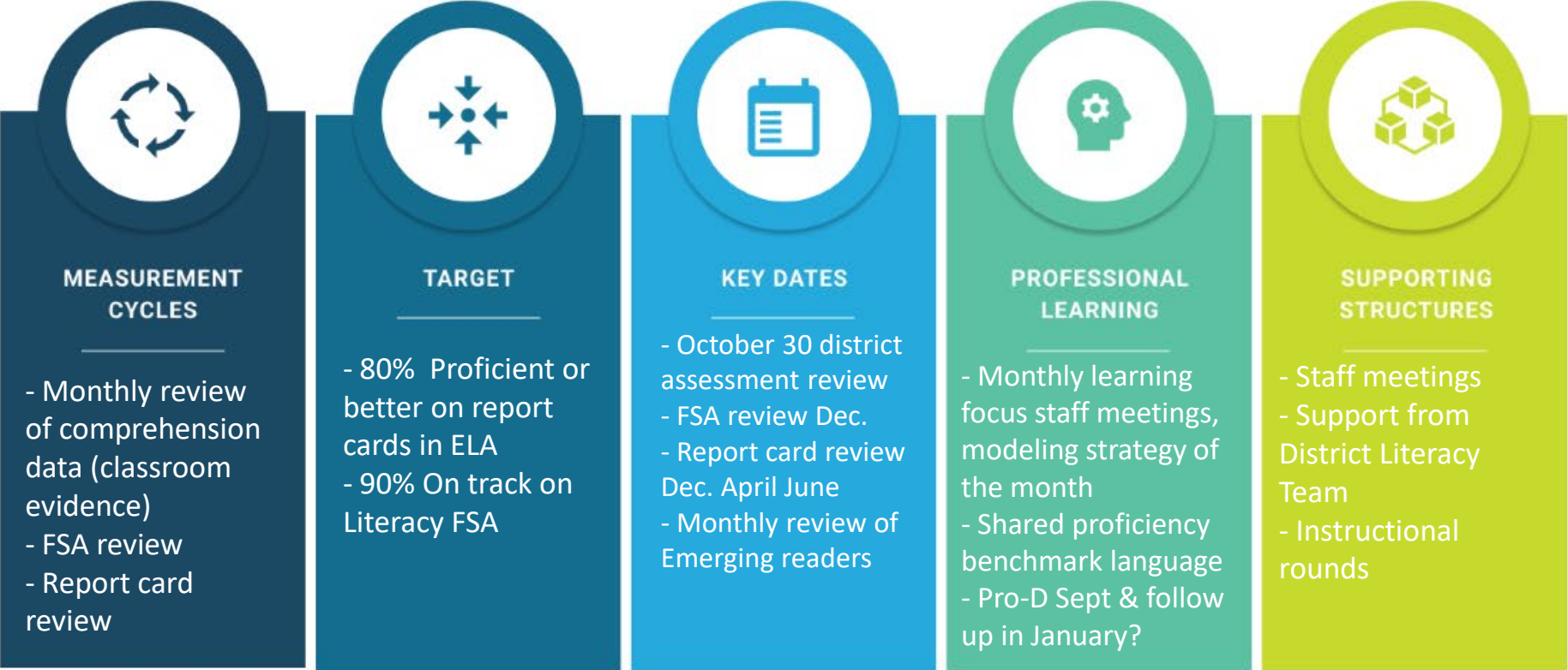
Our focus will be on increasing student ability to make meaning by communicating (speaking, sketching, and writing) key ideas and justifying their thinking and opinions about what they are listening to, viewing, and reading.

## Strategic Inquiry

To what extent will staff implementing a monthly strategy for teaching reading comprehension increase student achievement?



# Strategic Targets and Measures

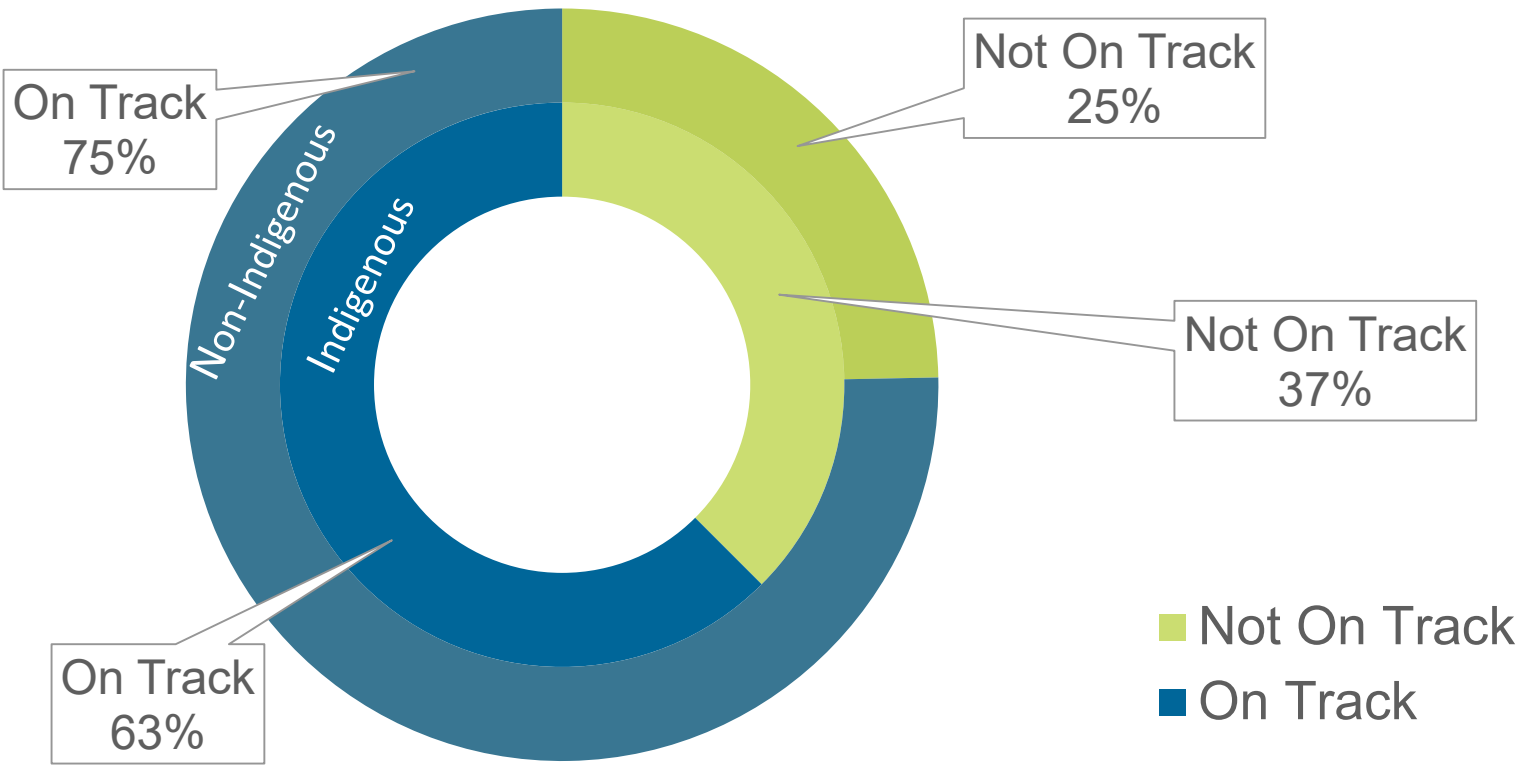




# Data

The 2022 FSA results indicate that Indigenous learners are not performing at the same level as non-Indigenous students on the numeracy portion of the FSA. There is a significant achievement gap.

## Comparison of Indigenous and Non-Indigenous Students 2022 FSA Grades 4 & 7 Numeracy

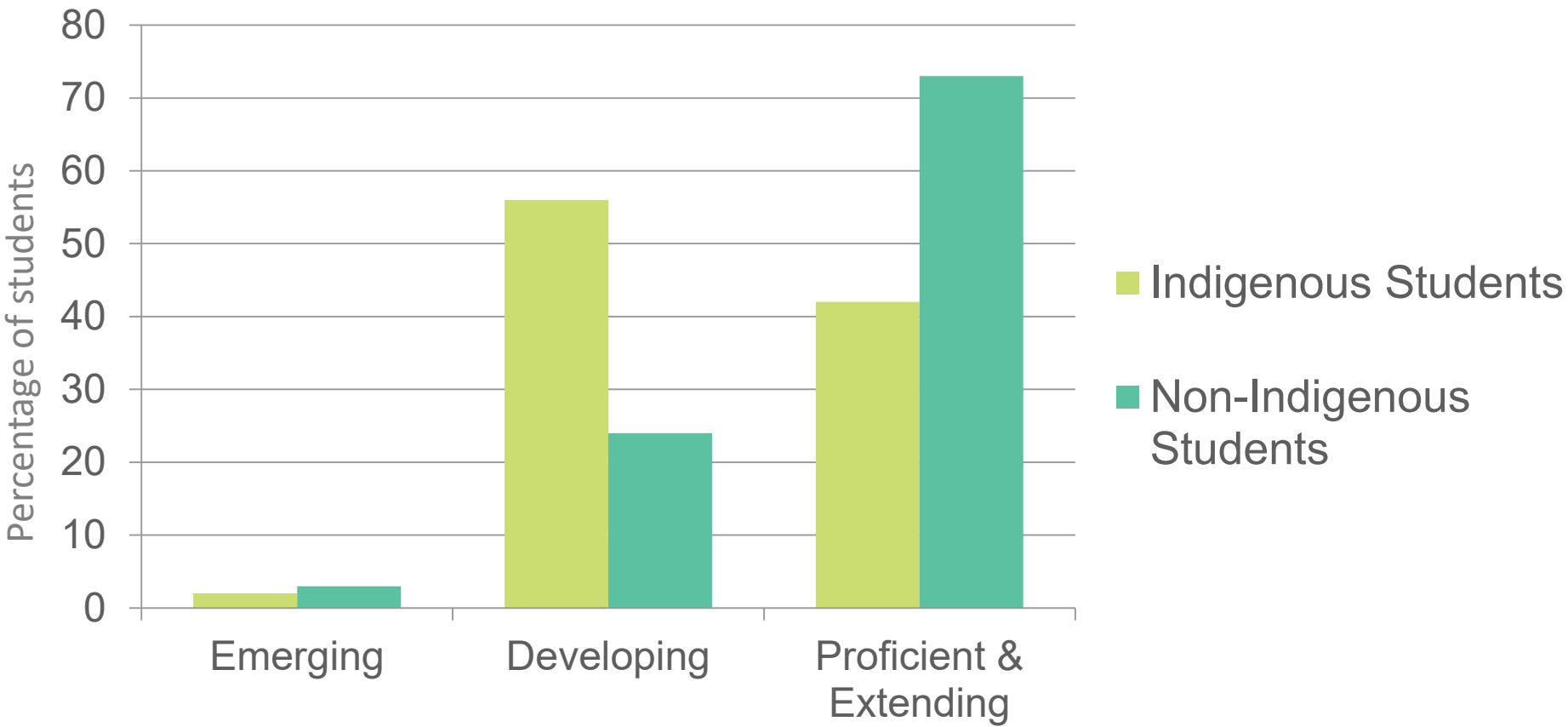




# Data

June report card information indicates there an achievement gap in literacy between Indigenous and non-Indigenous learners. Indigenous learners are over-represented at the lower end of on-track results.

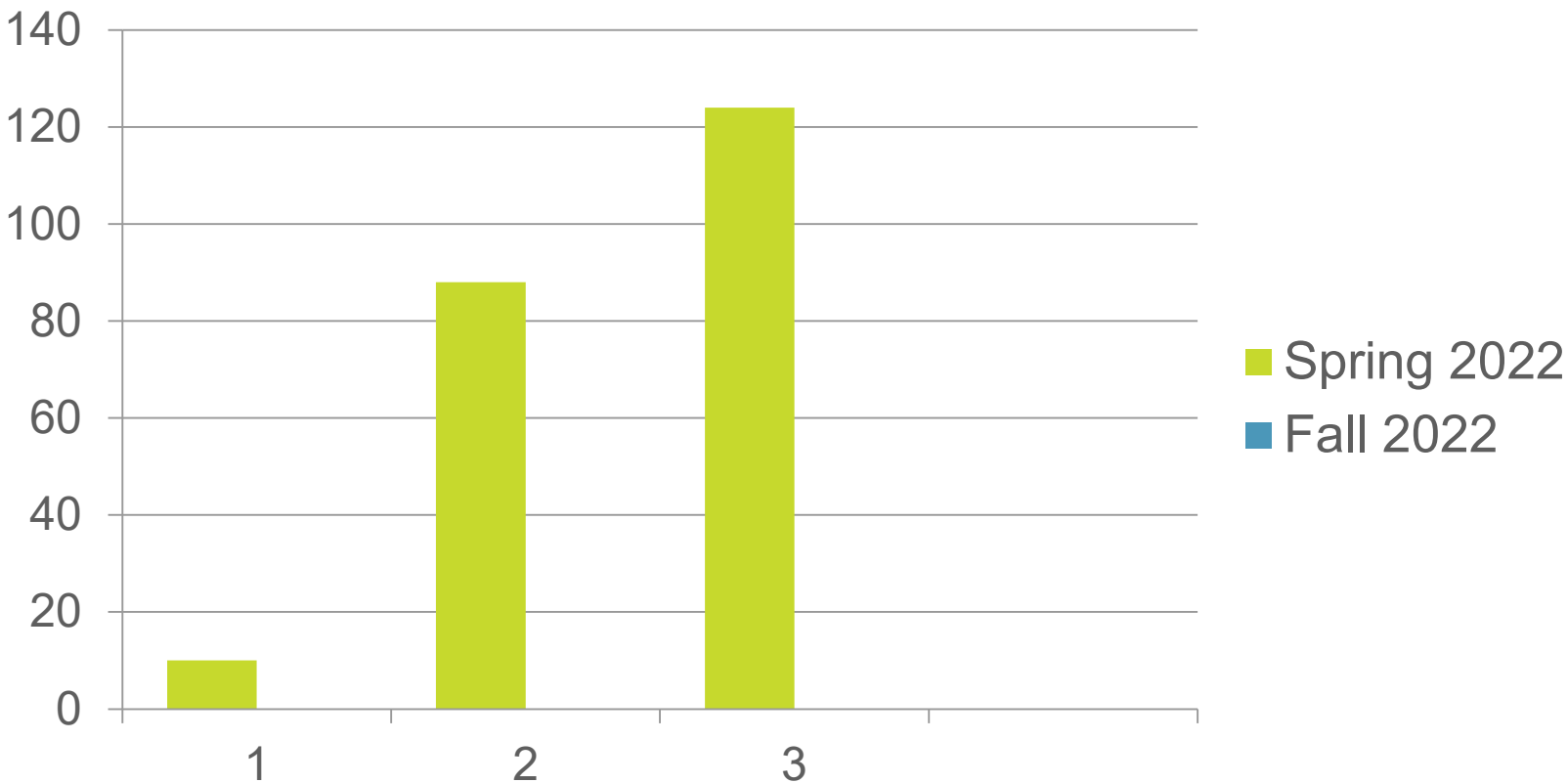
## Comparison of Indigenous and Non-Indigenous Students June 2022 Math Report Cards



# Data

The SNAP numeracy assessment indicated that there was a lot of growth in the number of students achieving a score of 3 (proficient or better) between the fall and spring assessments. We want all students to be proficient in number sense so they can be successful in more complex numeracy tasks.

## Numeracy Assessment 2022 SNAP

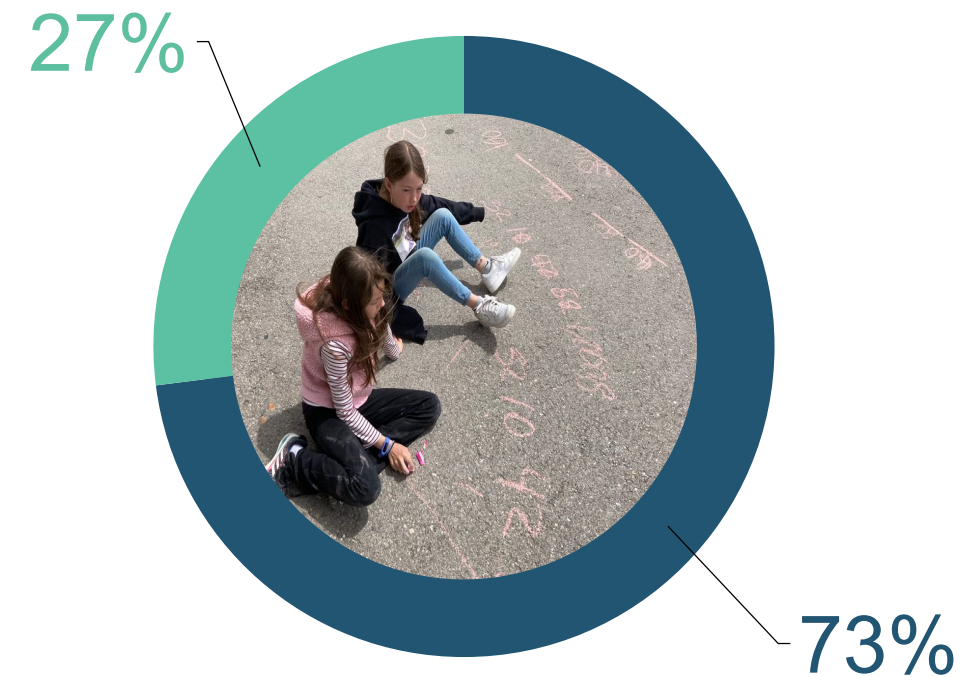


## Data

The Student Learning Survey allows students to self-report. One of the statements on the Grade 4 and 7 survey is “I am getting better at math.”

The majority of students report that they feel they are getting better at reading, but 27% feel that they are not. This is concerning; it points to a lack of engagement and low confidence in math, which contributes to low achievement.

### I am getting better at math



## Evidence Narrative

We have seen through numeracy assessments (SNAP, FSAs) and report card data that certain students have a lot of difficulty initiating a plan of approach to solve math problems. Students have a hard time getting going when solving math problems.

## Concept Focus

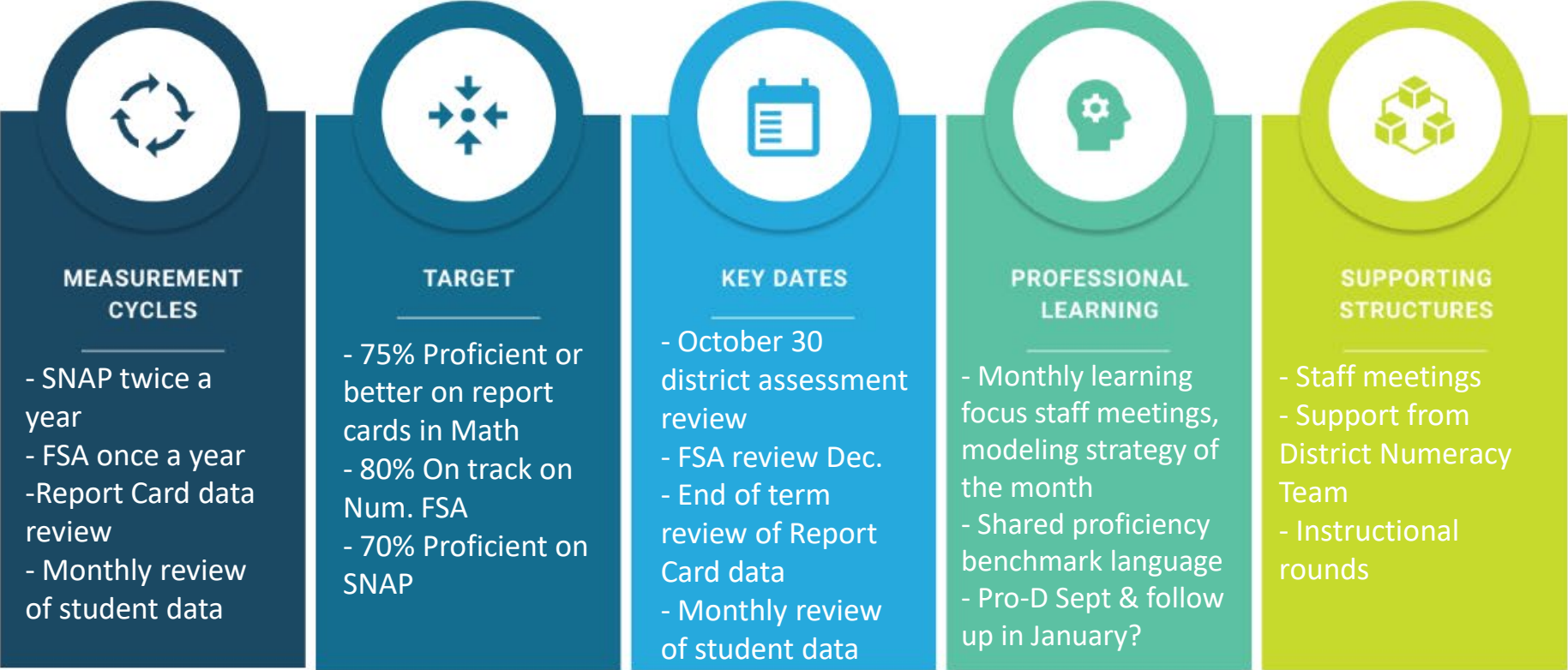
Our focus will be on increasing student ability to interpret the task and apply strategies when solving math problems.

## Strategic Inquiry

To what extent will staff using numeracy tasks and visible thinking strategies (on a weekly basis) increase student engagement and achievement?



# Strategic Targets and Measures





## Strategic Priority 3

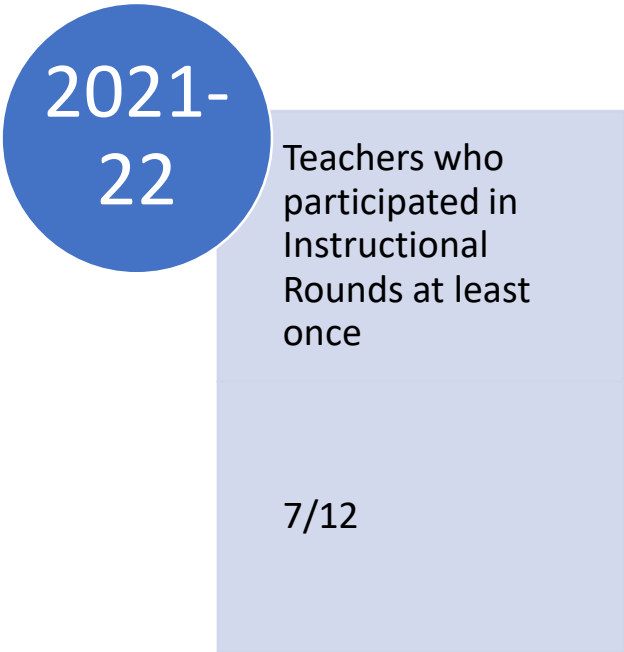
### Goal

Improve the quality and frequency of staff collaboration.



# Data

Measure: Teachers report that the quality and frequency of collaboration (collaboration rubric?) improves.



## **Evidence Narrative**

Collegial culture and collaborative professional learning has been very difficult over the past two years, and we aim to reinvigorate this through learning rounds.

## **Concept Focus**

Our focus will be on professional collaboration, looking specifically at student sense of belonging, reading comprehension, and numeracy tasks.

## **Strategic Inquiry**

To what extent will teachers report that the quality of collaboration has increased over the course of the year if they participate in instructional rounds?

# Strategic Targets and Measures

